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ABSTRACT

This booklet examines teachers' professional development from the standpoint of several recent reform reports, particularly the concept of the career ladder. A critique of this model serves as a reference point for an alternative approach to professional development called the "Career Lattice Model". This individualized model for growth in the teaching profession evolved from research on teacher career stages. The career lattice is a model that can provide financial, empowering, and personal incentives, and its flexibility provides options for teachers in various stages of their careers. It emphasizes collegiality, not competition, and can be used alone or as part of a career ladder or other career incentive plan. Examples are offered of the use of the career lattice model, and its strengths and limitations are pointed out. (JD)

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Personalizing Staff Development: The Career Lattice Model

Judith C. Christensen, John H. McDonnell, Jay R. Price

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by
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John H. McDonnell,
and
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Introduction

The spirit of reform has been ever present in American education, reflecting the great faith this country has in education for solving whatever ails society. Since World War II there have been three major periods of education reform. The post-Sputnik period saw a return to the basics as the schools were blamed for the failure of the U.S. to beat the Soviet Union in the space race. This reform movement was characterized by an emphasis on reading and arithmetic with curriculum reform packages handed down by academics in universities, particularly in mathematics and science education. Little attention was given to teachers during this period, except to retrain them to use the new curriculum packages.

The second reform came in the late 1960s as a result of the civil rights movement and the anti-Vietnam War protests with calls for humanistic education. This reform effort was characterized by opening up the curriculum with more electives, flexible use of time, open classrooms, and an emphasis on the individual. To some degree it embodied many of the education reforms advocated by John Dewey a half century earlier, but they were nowhere near as academically rigorous. Structural changes came in the form of flexible scheduling and buildings with open classrooms. Again, little attention was given to teaching as a profession.

The third reform movement was ushered in by the publication of *A Nation at Risk* in 1983. This broad-based movement focused on

raising academic standards, reducing electives, going back to the basics, and returning to more traditional methods of instruction. Although little new curriculum has resulted from this movement, most states have increased high school graduation requirements as well as the length of the school day and year. In contrast to the two earlier reform movements, this one has focused on improvement of the teaching profession. In fact, some would say that its focus on teacher empowerment, career incentives, professional autonomy, and staff development may be the most constructive, long-term result of this reform movement.

In this fastback we examine issues in the professionalization of the teaching corps. First, we look at professional development from the standpoint of several recent reform reports, particularly the concept of the career ladder. Because the career ladder model has received so much attention in the literature and has been enacted into legislation in several states, we spend some time critiquing this model. It also serves as a reference point for an alternative approach to professional development, which we call the *career lattice* model. Our use of the metaphor of a *lattice* rather than a *ladder* will become clear as we discuss the research on teacher career stages. Then we provide examples of the use of the career lattice model and point out its strengths and limitations. We conclude that the career lattice model provides an alternative for staff development that is consistent with the realities of teacher career stages and leads to greater professionalization of teachers.

The Reform Reports and Professional Development

In *A Nation at Risk* there are several recommendations for improving the teaching profession in order to make it a more rewarding and respected profession. One of four major areas covered in the report, it calls for increased teacher salaries based on performance and ties promotion, tenure, and retention to an evaluation system, including peer review. It calls for differentiated rewards based on the quality of teaching and specifically recommends the "development of career ladders for teachers which distinguish among the beginning instructor, the experienced teacher and the master teacher" (p. 31). Further, the report calls for incentives to attract outstanding students to the profession and for master teachers to be involved in teacher preparation programs as well as in supervising beginning teachers during their probationary years. Under former Secretary of Education Terrel Bell, a variety of grants were made available to study and develop various types of teacher incentives, master teacher programs, and career ladders to be implemented at both district and state levels.

In *High School* Ernest Boyer calls for new career paths for teachers that would provide for advancement within the profession, not outside of it. His concept of a career ladder is one that focuses on strengthening the continuing education of teachers. He indicates that this should not be a haphazard program fitting in around the edges of a teacher's professional life. The current inservice training and day-long workshops are not enough, says Boyer: "the time has come to recog-

nize that continuing education must be an essential part of the professional life of every teacher. Every district should adopt a realistic continuing education policy, one which serves all teachers. . . . Excellence in education will be achieved only if we invest in the education of teachers in the classroom" (p. 179). However, Boyer does not propose any structural mechanisms to improve the effectiveness of continuing education for teachers.

In *A Place Called School* John Goodlad recognizes the need for improved professional development for teachers. He calls for programs of curricular and instructional improvement involving the entire staff. Professional development should be an integral part of the work week, not a summer add-on or an occasional after-school event. Goodlad's research indicates that district staff development programs tend to focus on adoption of current fashions, effective school practices, or behavioral objectives. He found little districtwide emphasis representing "both a common commitment and relatively comprehensive participation by all schools. No single program appeared to catch the simultaneous attention of all teachers" (p. 187). Rather, Goodlad found a broad range of staff development activities with no continuity and "no clear setting of priorities or in-depth attacks on chronic common problems" (p. 187). He calls for the allocation of time and rewards for non-teaching activities such as curriculum development and staff enhancement but stated: "this proposition has been largely ignored by those seeking to improve schools through intervention from without" (p. 188).

The Holmes' Report, *Tomorrow's Teachers*, calls for differentiated salaries, a career ladder, and extended teacher preparation. Its recommendation for professional development schools is a step toward continuing preparation and professional development of teachers in that they provide "reciprocity and mutual exchange and benefit between research and practice, experimentation and willingness to try new forms of practice and structure, systematic inquiry and a requirement that new ideas be subject to careful study and validation, and com-

mitment to the development of teaching strategies for a broad range of children with different background abilities and learning styles" (p. 67). The major focus is on expanding professional opportunity through a differentiated career ladder structure. It also calls for a realignment of authority between administrators and teachers in order to increase the professionalization of the teaching staff.

Finally, in *A Nation Prepared: Teachers for the 21st Century* by the Carnegie Task Force on Teaching as a Profession, comes a recommendation calling for lead teachers with adjunct appointments in schools of education to serve as core instructional staff in the preparation of teachers. The Task Force also is critical of the current system of basing salary increments on continuing education credits earned after becoming a teacher. It calls for "staff development opportunities in order to design and implement local programs and keep up with their field" (p. 77). The Task Force points out that "Many who are now teaching will need opportunities for continuing education to help them prepare for their Board examinations" (p. 77).

The Task Force also calls for research in teaching; familiarity with a variety of teaching materials, curricula, and technologies; and techniques for working with "at risk" students as part of a continuing education program. While the call for continuing education and professional development of teachers is strong, the Task Force ties incentives to earning the Advanced Teaching Certificate administered by a National Board for Professional Teaching Standards, assuming that it will serve as a guide for continuing education for teachers who want to obtain this certificate. What happens to the professional development of teachers after obtaining this certificate or for teachers who are in need of professional development but are not interested in the Advanced Certificate is unclear in the Carnegie report.

All the recent reform reports deal with incentives in one form or another to improve the quality of teaching. The incentive most widely discussed in the literature is merit pay. The idea is simple: Good teachers should be paid more than mediocre teachers. The idea has

great appeal to the general public and to legislators. Its simplicity, however, is deceptive.

Merit Pay

Merit pay as a means of providing a limited number of teachers with bonuses for superior performance has been around since the 1920s. Merit pay schemes reached their heyday in the 1950s; few are still in place. Why? The history of merit pay has shown it does not work well in education. It does not improve education and does not retain good teachers. Currently less than 5% of the teaching force works under traditional merit pay schemes. Its problems are many. (See fastback 203 *Pros and Cons of Merit Pay* by Susan Moore Johnson.)

First, intrinsic rewards are not considered; yet they may be more appropriate in education than money. Second, measuring teacher quality is extremely difficult to do; there is little agreement about what good teaching is or how to measure it. Evaluation systems that undergird most merit pay plans can be unreliable and potentially inequitable. Because different principals have different expectations and values, teachers are assessed by different standards. Some evaluators are tougher than others; some stress discipline and orderly classrooms, others stress student achievement.

A third problem with merit pay is that it tends to stress conformity rather than growth. When teachers are being evaluated on a competitive basis, they become more cautious about revealing their weaknesses and less willing to change and grow. The benefits of effective supervision as a growth process are undermined.

Fourth, there is evidence that merit pay plans are not cost effective. In many situations they have increased salary costs with no assurance of instructional improvement. In addition, there are substantial administrative costs associated with such plans if they are to be implemented fairly.

Fifth, competition for merit raises may undermine teacher morale and collegiality – a key attribute of a profession. Teachers competing for merit pay are less likely to share ideas and materials with colleagues. Cooperation and shared purposes among staff, so important to an effective school, can be compromised.

Finally, merit pay rewards a few teachers but does not raise the general level of teaching. It is assumed that all teachers will be motivated to work for merit increases; yet there is no evidence that merit pay will ultimately improve schools. Rather, outstanding teachers will continue to succeed as they always have, and the average or below average teachers, seeing merit pay as unobtainable, may become discouraged and even reduce their efforts.

Perhaps the most perceptive statement on merit pay is in a report about career ladder plans in Utah, as quoted by Pipho (1988):

> Investment in merit pay is not a judicious use of scarce resources. Merit pay does not alter the distribution of salary and status rewards, improve teaching performance or strengthen teacher retention. Unless merit pay is converted into salary increases for nearly all teachers, it elicits more negative than positive responses from those it seeks to motivate. While merit pay directs attention to teacher evaluation, it fails to produce substantive outcomes. . . .
>
> Merit pay fails because this incentive plan does not fit the schools. Merit pay sets up a no-win situation. . . .
>
> Educators fight merit pay. They either quietly transform it into uniform salary increases for nearly all teachers or constantly challenge it in legislative and judicial arenas. . . .
>
> Policymakers can fight back. But they are left with only two troublesome options. They can permit teachers to transform merit pay into uniform salary increases for nearly all teachers. . . . Or they can tighten control and persist in efforts to enforce compliance, an option that wastes scarce resources on costly and cumbersome oversight activities, which have had, to date, little positive impact. . . .
>
> Given this no-win situation, most schools, like most corporations, opt not to use merit pay incentives. (p. 551)

Career Ladders

One of the newer and more accepted methods of providing career incentives is the career ladder plan. Such plans are designed to reward teachers not only for outstanding teaching but also for taking on non-classroom responsibilities and participation in professional development activities. In practice, the professional development activities often are lost in the shuffle as administrators struggle to set up performance assessment schemes and procedures for implementing the career ladder plan, especially when the plan is carried out on a statewide basis.

As of 1986, at least 18 states have been actively developing career ladder plans (Darling-Hammond and Barnett 1988). Some of these have been developed at the district level, but many have been state-level initiatives. They require substantial and long-term financial commitment. Tennessee has made a three-year, $250 million investment in its career ladder plan. Other states are backing off career ladders and looking at other ways to reward teachers, which are less expensive and less difficult to implement. Perhaps the career ladder plan negotiated with the teachers' union in Rochester, New York, enabling teachers at the top to make up to $70,000 a year, represents the high-water mark of the career ladder movement.

Although several versions exist, career ladder plans essentially establish a promotion system involving a series of steps based on different levels of competence and/or responsibility. Salary increments accompany each step on the ladder and reflect the different and increased responsibilities of teaching personnel (Association of Teacher Educators 1985). Thus, career ladders with their job-role distinctions and salary differentials do provide one form of teacher empowerment and help to professionalize the teacher's role, thereby making teaching more attractive for recruitment and retention purposes.

Recently, several researchers discussing the culture of schools (Lanier and Little 1986; Feiman-Nemser and Floden 1986) have raised

concerns about reward structures that are essentially extrinsic, hierarchical, and often competitive. The impact of a competitive and politically charged selection process on the school culture is largely unknown, but the potential for morale problems is certainly there (Metropolitan Life Insurance Co. 1986).

A second, though generally unrecognized problem in career ladder plans, is the implicit assumption of a single definition of good teaching, which fails to take account of individual teacher styles or experimental approaches. And when the evaluation criteria are limited to a single definition of good teaching, the construct validity of competence for moving up the steps of the ladder becomes questionable. Although a knowledge base in teaching exists, there are serious questions about the breadth, validity, and generalizability of this knowledge base to support a single definition of teaching competence.

Recent work on incentives for teachers (McDonnell, Christensen, and Price 1986) indicates that their preferences have little to do with job hierarchies or salary differentials. Instead, preferences center on support for classroom teaching, financial security, and praise and recognition. Equally important is that incentive preferences differ according to what career stage the teacher is in: the burned-out or career-frustrated teacher prefers an opportunity for a role change; the growth stage teacher would like more help and support to improve classroom teaching.

Policy makers must consider ways of combining teaching incentives with expanded staff development growth opportunities that are closely related to teachers' career stages. In the next chapter we shall show how professional development can be related to these career stages and how the career lattice model can be used to personalize professional development.

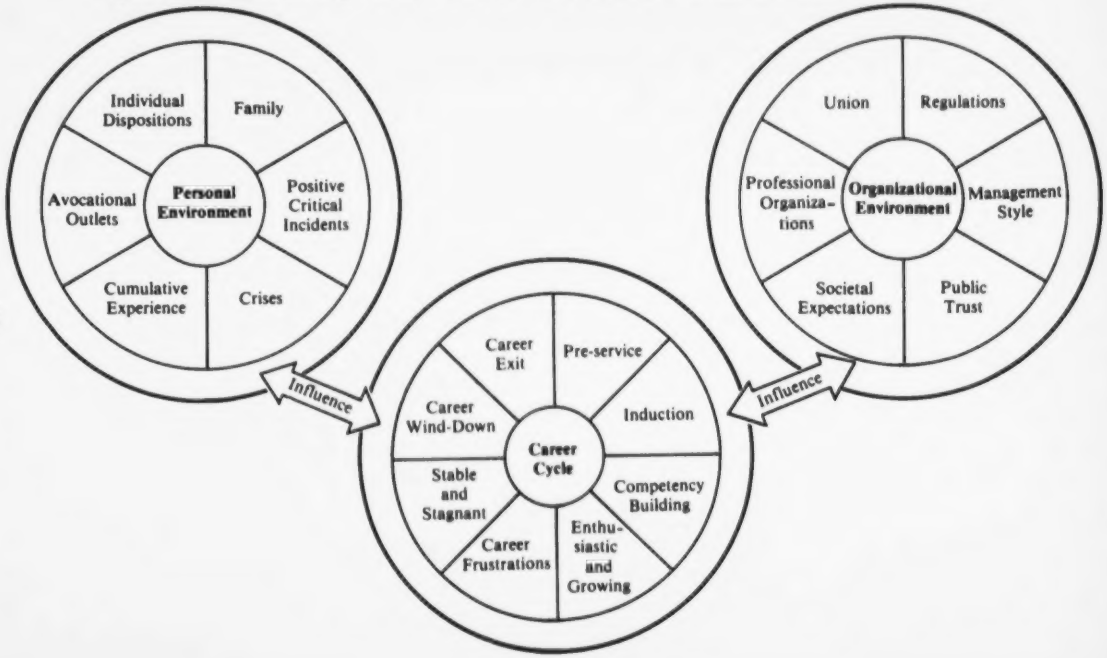
Personalizing Professional Development: The Career Lattice Model

When making decisions about professional development, it is important to consider differences among teachers. The so-called "flatness" of a teacher's career reflects the thinking that it is the same from entrance to exit. However, a first-year teacher's needs are very different from a teacher with 20 years of experience. Yet how often are they given different roles in professional development activities?

Moreover, professional development must consider the factors in a teacher's personal and organizational environment. A supportive, reinforcing environment can assist a teacher in the pursuit of a rewarding career progression. On the other hand, negative environmental factors can create tensions and pressures in a teacher's career (see fastback 214 *Teacher Career Stages: Implications for Staff Development*). Figure 1 shows the dynamic, interactive nature of the factors affecting the teacher career cycle.

For purposes of analysis, the environmental factors in a teacher's career cycle may be separated into the broad categories of *personal* and *organizational* factors. The personal environment affecting a teacher's career includes such factors as family support structures, positive critical incidents, life crises, individual dispositions, avocational outlets, and developmental life stages. These factors may influence a person in combination or singularly. For example, a teacher who is experiencing a serious health problem may find time, energy, and concentration completely consumed by the situation; career be-

Figure 1. A model of the stages of the Teacher Career Cycle and the environmental factors that affect it.



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comes a secondary concern. This person could move from the career cycle stage of "enthusiastic and growing" to the stage of "career frustration" or "stagnation." In such circumstances special kinds of professional development would be needed for this teacher. Perhaps a role change would also be in order.

A positive example of personal environment is a teacher who has just finished a graduate program and is excited about trying out new ideas learned in recent coursework. This person could move from a "competency building" career stage to the "enthusiastic and growing" stage. The professional development program for this person might include time and resources to plan new curricula and develop new materials as well as encouragement from the supervisor to experiment with the new curriculum.

The factors in the organizational environment of schools and school systems affecting the teacher career cycle include school regulations, management style of administrators and supervisors, public trust present in a community, community expectations for its education system, professional organization activities, and the union atmosphere in the system. The following example illustrates how the organizational environment of the school can have an impact on a teacher's career.

The principal at Rosedale Elementary School left to accept another position. His leadership style had been autocratic and followed closely the written mandates of the district. Teachers were expected to use every page of the workbooks and cover all the content in the textbooks. Mr. Jones, a second-year, fifth-grade teacher with many creative ideas, felt stifled, became disillusioned with teaching, and considered leaving the profession.

The new principal at Rosedale expected teachers to be innovative and encouraged them to examine the existing curriculum. She asked Mr. Jones to develop new social studies units that would involve students in using higher-level thinking skills. Mr. Jones accepted the challenge and moved from the "career frustration" stage to the "enthusiastic and growing" stage.

As the above examples illustrate, the stages of the career cycle are neither lockstep nor linear. They are not rungs on a career ladder. Teachers can move in and out of different stages many times during their careers. The factors causing the moves can emanate from both personal and organizational influences. As decisions are made about professional development, consideration must be given to the network of interacting factors influencing teacher career stages. It is this network of interacting factors that suggested to the authors the metaphor of a lattice for conceptualizing professional development, so we decided to call it the career lattice model (California Roundtable on Educational Opportunity 1985). The description of the model that follows will show how it personalizes professional development.

The Career Lattice Model

The career lattice model (see Figure 2) is in the form of a matrix showing the interaction among typical teaching responsibilities, a variety of role options, methods for accomplishing the role option, and means for entering the lattice matrix. By intersecting one of the teaching responsibilities with one or more of the role options, one can see the many possible opportunities for professional development. However, it should be noted that not all intersections on the career lattice provide logical outlets for professional development. A description of the components of the lattice model will help to clarify the professional development options available for teachers at any stage of their career.

Teaching Responsibilities

The teaching responsibilities listed in the model are those typically assumed by teachers at any grade level or in any subject area. The list is general enough to meet the definitions of teacher responsibilities used by any school system. Evaluating students, planning for instructional strategies, planning curriculum, or developing materials

Figure 2
The Career Lattice Model

Teaching Responsibilities	Role Options					
	Teacher as Learner	Knowledge Production	Peer Observation/ Coaching	Teacher Preparation	Mentoring	Leadership
Student Evaluation						
Planning						
Curriculum						
Instructional Strategies						
Materials						
Classroom Management						
Discipline						
Climate (School/Classroom)						
Communication						
Professionalism						
Co-Curricular						

are all a part of the teaching cycle of diagnosing, planning, teaching, and evaluating. Related areas could include managing the classroom, dealing with discipline, and developing classroom climate. Communicating with students, other teachers, parents, administrators, and community members is another essential responsibility. Exhibiting professionalism is a multifaceted responsibility including such things as keeping up with knowledge in one's field and participating in professional associations. Co-curricular responsibilities are the extra non-classroom duties teachers are asked to perform, such as advisers of yearbooks, newspapers, student government, drama clubs, etc.

Role Functions

The role options in the career lattice model are taken from a variety of sources dealing with career ladders, differentiated staffing, and master teacher plans. Again, these categories are not all-inclusive but do represent a variety of roles teachers might assume as they strive to meet professional and personal needs. A brief description of each of these roles follows.

Teacher as Learner. In this role the teacher is learning new skills or content to use in the classroom or to share with others in some way. For example, if a school needed someone with expertise in computer education, a teacher might be selected to become the "resident expert." Coursework and classroom visits might be the professional development plan for this teacher to learn new skills and content. Later, the teacher might serve in a leadership role within the school as a resource person for computer education.

Knowledge Production. This role involves the teacher in collaborative or action research in the classroom or in the development of new materials and teaching techniques. It might involve writing new curricula or teaching units.

Peer Observation/Coaching. This role might be assumed by an administrator, supervisor, resource teacher, team teaching leader, department chair, or a more experienced teacher. Also, two teachers

can pair up and serve as coaches for each other. The purpose of coaching is to help a teacher master a particular skill or teaching strategy. It is not intended as a formal evaluation for purposes of promotion or retention. (See fastback 277 *Improving Teaching Through Coaching* by Gloria A. Neubert.)

Teacher Preparation. In this role the person is involved in teaching other teachers or prospective teachers. It might be a collaborative role with a college or university in the preservice teacher education program, or it might be sharing knowledge and skills with other teachers in an inservice session or workshop.

Mentoring. In this role the mentoring teacher or administrator provides support in any area of need. A teacher might be a mentor for a beginning teacher or for any other teacher in need of support. An experienced principal might serve as a mentor for a beginning principal.

Leadership. The leadership role in the matrix can take many forms. It can involve leadership at a grade level or in a content area, in curriculum development at the district level, or even within a professional organization.

The roles described above are examples of some options for professional development and change. With a career lattice, role definitions will change from those traditionally held for teachers, principals, and central office personnel. The role changes might require some budget adjustments and a different way of allocating funds for staff development.

The criteria for entering the career lattice or moving from one matrix to another are determined by the needs, interests, and talents of individual staff and the needs and financial resources of the school district. The decision to undertake one of these roles might be initiated by the individual, peers, supervisors, administrators, parents, or students.

The variety of roles in the matrix provide professional development options for the diverse needs of teachers and administrators at

different stages of their careers and for the complex organizational needs of their schools. Examples of the kinds of experiences that might be undertaken in the various roles include:

1. University courses or other training programs
2. Job experience
3. Travel, conferences, workshops
4. Professional organization work
5. Research or reading
6. School/classroom visitation
7. Released time

Any of these experiences serve as incentives for enhancing the profession and at the same time empower teachers by expanding their roles.

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The Career Lattice Model in Practice

The goal of the career lattice model is to personalize staff development. In this chapter we present some case studies of both individuals and schools to illustrate how the model works in practice.

Clarence Donovan, High School History Teacher

Clarence Donovan is a secondary school history teacher in his fifth year of teaching, a critical point in the careers of many teachers in terms of retention in the profession. Donovan has gone through the "induction" stage of the career cycle and has participated in the district mentor program established for new teachers. He has moved into the "competency building" stage of the career cycle by obtaining his master's degree in history. Will Donovan continue his career growth and move to the "enthusiastic and growing" stage or move into the "career frustration" stage, become stable and stagnant, or even exit from the career?

Fortunately, the career lattice staff development model is operating in Donovan's school district. Having an interest in education of the gifted and talented, he decides he would like to pursue this interest and give some leadership in getting his high school to establish a gifted program. In taking on this role, he is meeting an identified district need as well as fulfilling a personal desire to work with gifted students.

Using the career lattice model as a planning device, Donovan writes a two-phase professional development proposal. During the first phase he will focus on knowledge acquisition in curriculum and instruction. This phase might include a mix of university coursework, workshops, and state and national conferences. A sabbatical leave as well as visits to other high schools with gifted programs are other possibilities he is considering.

The second phase of Donovan's proposal is a leadership role with responsibility for instructional strategies for the gifted, course content revision, and serving as a lead teacher of a teaching team for the gifted and talented. He also will be responsible for staff inservice programs on the gifted, for a committee to establish identification procedures for selecting students in the gifted program, and for developing an Advanced Placement U.S. History course for his high school.

With the career lattice model, Donovan was able to meet an identified need for a gifted program in his high school while still remaining in the classroom. At the same time, his leadership experience has provided him with a sense of empowerment, and he has grown as a professional.

Florence Johnson, Fourth-Grade Teacher

Florence Johnson is a fourth-grade teacher with 15 years experience, but her enthusiasm for teaching has slackened somewhat because of the demands of raising her family. As her children grew, the family became interested in outdoor living and did lots of hiking and camping. One outcome of this interest in the outdoors was a concern for the environment. This concern spilled over to some of the activities she planned for her classroom.

Johnson soon realized that the classroom was a restrictive setting in which to teach children about the environment, so she began to explore the possibilities for an outdoor education program for her class. She expressed this interest to her principal, and together they

used the career lattice model to outline a personalized professional development plan. In the first phase of the plan, Johnson's role would be as a learner to find as much information as possible about outdoor education programs. She enrolled in a course in outdoor education at a nearby university and visited a neighboring district that already had a good outdoor education program in operation. She also visited a number of local sites where groups of children were welcome to come on field trips. This first phase was to take one school year.

In the second phase of Johnson's plan, she was in a knowledge production role involving curriculum development, planning teaching strategies, and preparing materials. Over the summer she was paid to write an extensive outdoor education unit, which she would try out in her classroom the following year. The third year Johnson took on a leadership role by becoming the resource person for outdoor education for the entire school.

Here was a case where a teacher's personal interest in the environment was turned into a positive professional development plan, which took her from a "stable and stagnant" career cycle stage to the "competency building" and "enthusiastic and growing" stages.

Kildare Elementary School

Kildare Elementary School, with an enrollment of about 525 pupils, is located in the suburbs of a major metropolitan area in the Midwest. The staff includes 23 teachers for grades K-5 plus four professional support personnel. The school has an experienced staff with a median of 14 years of experience and a range of 1 to 29 years. The teacher with one-year of experience is separated from the next "newest" teacher by eight years. All the teachers are eager to learn new teaching strategies and develop new curricula. The community's expectations for the school are high, and financial support is fairly good.

The principal at Kildare School is a woman with a doctorate in education and 30 years of experience, with 12 of those years as principal at Kildare. She is well liked and respected and a strong advocate of

professional development. She realizes her staff have diverse professional interests and needs, so she decided to use the career lattice model to help her staff individualize their professional development plans.

All teachers completed a career stage inventory, which provided a staff profile. The profile included career stages, teachers' perceptions of personal and organizational influences, and incentives and possible professional development delivery modes that were appropriate and available to them.

The principal invited teachers on a voluntary basis to attend an information session about the career lattice model and to receive feedback on the school profile. Nine teachers attended the first meeting. From these, six volunteered to develop individualized professional development plans (IPDPs) and to serve as a staff development committee.

Each of the six teachers developed a personalized plan that would last from six months to two years. Their plans ranged from evaluating standardized test scores to developing a literature-based reading program. The teachers identified the goals and activities they would pursue, specified how their goals fit with those of the school and district, described how they would demonstrate progress in meeting their goals, and indicated the time and resources they would need. After meeting with the principal, plans were approved or modified. Resources not readily available were sought from a variety of sources (district staff development funds, area businesses, area colleges).

When asked to identify which resources served as incentives to them, the teachers noted such things as payment of tuition for college courses, released time, classroom materials, released time for school visits, and attendance at professional conferences. The teachers would have liked to receive some continuing education credit for their professional development projects but no such policy existed in their district. One of the teachers suggested that a good project for someone would be to examine the professional advancement policies of the district and work for change in the structure! For teachers who

are at the top of the salary schedule, a bonus was suggested for completion of a professional development plan.

There is a diversity of personalized professional development activity going on at Kildare Elementary School. Next year even more teachers will prepare individual professional development plans.

Clearwater Independent High School Association

The Clearwater Independent High School Association consists of two high schools, one in a large Midwest city and the other in a contiguous suburb. Total enrollment in grades 9-12 for the two high schools is 1,100 to 1,200, with 75 faculty. Salaries in the schools are relatively low, but the Association provides full tuition for course work in addition to salary increments. All teachers are involved in the staff development project.

Stage one of the project was the superintendent's decision to study the professional development program in the district. He obtained board approval, grant money was provided, and a review of the literature was commissioned. No specific professional development model was recommended, but it was understood that teachers needed to buy into the project if it were to be successful. Outside consultants were commissioned to help plan the project.

Stage two was informational and organizational in nature. The superintendent appointed a Professional Development Committee to work with the consultants. His membership on the committee gave it status and continuity, but all decisions were made by consensus of the whole committee. During this stage the consultants explained the career stage concept and how it fit into the career lattice model, and provided instruments that eventually would be used to survey the faculty concerning their placement on the model matrix. Personal and organizational influences, incentives, and modes of delivering staff development were included in the survey instruments. The committee modified the instruments to reflect the uniqueness of the faculty.

Stage three provided an opportunity to introduce the full faculty to the project and the career lattice model. Then time was provided during the school day for the faculty to complete the survey instruments.

In stage four the analyzed data from the faculty survey was presented to the Professional Development Committee. After much discussion, the committee identified six issue areas that they felt were critical for improving professional development opportunities in the two high schools. One committee member took responsibility for researching each issue and developing a position paper on it that reflected the needs of the faculty. Each also prepared an executive summary. This work was completed over the summer for which each commitee member was paid a fee.

During stage five the committee members presented a summary of their summer's work to the full faculty as part of the back-to-school inservice meeting. Each teacher received a copy of the executive summary, and copies of the full documents were placed in the school libraries. As a follow-up, the consultants conducted focus inteviews with all faculty members to obtain further input on the issues under discussion.

During stage six the consultants summarized the data into 26 recommendations for enhancing professional development opportunities for the staff. They were accepted by the board, and implementation was soon under way.

One major change was the substitution of the career lattice model for the master's plus 30 credits on the salary schedule. Rather than 30 miscellaneous credits earned over an unspecified time, each teacher would now be asked to develop a professional development plan using the career lattice to identify roles and responsibilities to be carried out.

The lattice includes a number of possible incentives identified in the faculty survey instruments. Salary increments are included in subsets of six units, thus decreasing the time teachers need to advance

on the salary schedule. For those teachers at the top of the schedule, a single payment is given for completion of a project. In addition, the Professional Development Committee is charged with surveying the two schools to identify instructional and curricular needs that teachers can consider as they plan their own professional development activities.

These case studies of individuals and schools show how the career lattice model can provide a professional development plan to meet a variety of needs, interests, and organizational situations. What is appropriate for one teacher is not necessarily appropriate for another. There must be options that provide incentives for professional growth. It should be pointed out that adoption of a career lattice model may require a redefinition of the roles of principals, curriculum specialists, and other central office personnel. Teacher contracts may have to be renegotiated to establish pay differentials that reflect the new roles teachers are assuming.

Benefits and Limitations of the Career Lattice Model

Five benefits of the career lattice model are: 1) cooperation and collegiality, 2) career options, 3) use of individual strengths, 4) choices in professional development delivery modes, and 5) accountability. A brief discussion of each of these benefits follows.

Benefits of the Career Lattice Model

Cooperation and collegiality are enhanced because the lattice does not establish staff hierarchies as career ladders do. Nor are there quotas imposed as to how many can be involved, as is the case in many merit pay schemes. The career lattice is based at the building level, which keeps control close to the staff most directly influenced by the program. Because staff members design and carry out individual or team-based professional development plans, they gain a sense of ownership. It is not something imposed on them. The incentives and leadership opportunities empower teachers as they take on responsibility for instructional improvement.

Career options evolve as teachers take on leadership roles using the expertise they have gained. These roles might be developing curriculum, serving as peer observer and coach, serving as mentor for a new teacher, directing a staff development program, or conducting action reseach in the classroom. The availability of these options serves as motivation to stay in the profession and in the classroom. Also,

having these options is a good talking point when recruiting new teachers, because it allows them to envision career paths on which they can pursue their own interests but still remain in the classroom with students.

Use of teachers' individual strengths is a major asset of the career lattice model. Capitalizing on teachers' specializations and encouraging them to share their expertise benefit not only the individual but others in the school or district. In order to use teachers' individual talents, there will have to be some reallocation of teachers' time, depending on the role they are assuming on the career lattice matrix.

Availability of a variety of professional development options is a major benefit of the career lattice model. If individual needs are to be met, many types of staff development opportunities must be offered. With the lattice model, learning can occur in a wide variety of settings, and teachers can assume leadership roles in those settings. Professional development includes more than an accumulation of university credits or credits for inservice days.

The final benefit of the lattice model is accountability, which is an integral part of every professional development plan. And much of the accountability is self-directed. Teachers decide what is appropriate to document achievement of the goals of their professional development plans and supply evidence to verify that goals have been met. Self-evaluation is a powerful motivator, yet it often is overlooked when considering accountability.

Limitations of the Career Lattice Model

Adopting the career lattice model calls for change. And any change has the potential for creating misunderstandings and conflict. If a school or district decides to use the career lattice model, it needs to consider the following:

1. As teachers change roles, so must the roles of other staff change. Role changes are likely to cause anxiety among all persons in

the school organizational structure. Thus it is important that these new role descriptions be defined and communicated to all concerned.

2. Many teachers need help in assuming leadership roles. Assuming authority can be uncomfortable unless one is prepared for the role.
3. School administrators must re-examine their traditional ways of funding professional development and come up with new ways of distributing funds that will provide for individual interests and needs.
4. Administrators need to accept the fact that teachers will use professional development time in very different ways.
5. Supervisors will have to spend more time developing individual programs with teachers.
6. Teachers must accept that they will be accountable for accomplishing the goals they set for their professional development plans.
7. Incentives for professional development, including salary schedule increments, will need re-examination.

As a school or district weighs the benefits and limitations of the career lattice model, it must also consider the costs of this type of program compared to some of the career ladder plans now in place.

Comparative Costs of Career Ladder and Career Lattice Plans

Funding for professional development is a critical factor, whether it comes from state or local revenue sources or both. Career ladder plans funded by the state are likely to create havoc with state education budgets if the plans do not impose a quota on the number of teachers at the various steps on the ladder. For example, Freiberg (1987) reports that rising costs contributed to the demise of Temple City's (Calif.) district-level career ladder program in place from the 1960s to the early 1970s.

Estimates of the costs of career ladder plans are hard to come by because there are so many variations among existing programs. Ward (1987) provides an estimate of implementing Tennessee-type career ladder plans in seven states in the North Central region by using current financial data and assuming an increase in average salary to $35,000 from present levels, multiplied by the number of teachers in each state. His calculations for increases in the total education budget for these states ranged from a low of 6.5% percent to a high of 25.3%. In dollars for one year, the amounts ranged from $325.5 million to more than $1 billion, with an annual increase in these amounts for every year the plans are in operation. In terms of implementation and start-up costs, the estimates ranged from a low of $187 million to a high of $604 million, which includes salary as well as fringe benefits. While the dollars cited here are estimates, the costs are clearly ponderous when weighed against other educational needs and given the dubious correlation between education gains and increased salaries.

Unlike career ladder plans, salary increments are not the basic consideration in the career lattice model. Rather, they are only one factor among many. In the lattice model, costs are dictated by the nature of the professional development plans; they may or may not require substantial budget allocations. The plans can evolve as budgets allow. The essential point here is that schools first will need to examine the merits of the lattice model as a means of personalizing professional development and then decide how much funding to allocate for it. Costs can be projected by estimating the funds needed to carry out the seven kinds of professional development experiences in the career lattice model.

One major cost is for released time for teachers when they are away from their classrooms. In a low-cost lattice, funds for substitute teachers to cover teachers' classrooms will be necessary. In a high-cost lattice, more funds will be needed to pay teachers as they take on new staff development roles on a permanent basis.

A second major cost for implementing the career lattice model will be for training. As teachers prepare for new leadership roles, funds will be needed for additional training and education. For example, if teachers are to assume roles as program developers and researchers, they will need specific kinds of training. Another form of training might be provided through a sabbatical. Administrators need to give serious consideration to funding sabbaticals as a way of encouraging personal growth and at the same time benefiting the school.

A third cost is funding for individual professional development activities. These might be in the form of a grant for a teacher to pursue a new area of interest, or a mini-grant for a classroom project or for attending a conference or workshop on an identified curriculum need. Such grants serve as a one-time incentive for teachers to improve a skill or to undertake a creative classroom activity.

The flexibility of a career lattice model allows teachers and administrators to work out personalized professional development plans that provide meaningful incentives and that can operate within the constraints of local budgetary conditions.

Recommendations for Implementing the Career Lattice Model

In the authors' view, the benefits deriving from the career lattice model make it a more appropriate approach to professional development than any of the existing career ladder plans. In contrast to career ladder plans, there is not a large body of experience to call on for implementing the career lattice model. And as pointed out in the previous chapter, there are some risks and potential problems in implementing the model. By acknowledging these problems at the outset, a school staff can find ways of overcoming them. Following are our recommendations for implementing the model.

1. The career lattice model should be a site-specific entity operating at the building or district level. This increases teacher control and fosters collegiality and staff collaboration. By implementing the model at the local level, the staff can tailor a program suited to personal needs and the needs of the school building or district. Staff involvement in implementing the model creates a sense of ownership.

2. A steering committee of teachers should be appointed to implement the career lattice model. This committee will need to explain the lattice model concept and establish procedures for implementing it. As the plan becomes operational, the steering committee may begin to function as a professional development committee with members helping colleagues create personal career development plans. This committee also might serve as consultants to the administration in identifying district personnel needs and coordinating changes in staff de-

velopment programs to meet these needs. It is this collegial and collaborative relationship in advising and decision making that distinguishes the career lattice model from career ladder plans.

3. Since the career lattice model will require role changes for principals and central office personnel charged with responsibility for staff development, these persons will have to function in ways similar to personnel managers in business and industry. Staff development personnel will need to know and communicate to teachers the professional development opportunities available to them. They also will need to counsel teachers in assessing their own needs and career goals. In order to do this, staff development personnel will need a background in life-span development and career stages as well as strong interpersonal and counseling skills.

The authors believe, based on their work with schools, that the career lattice model offers the greatest potential for personalizing professional development in ways that foster real change and that provide recognition and incentives for continuing growth. The model empowers teachers professionally and avoids the status and pay differentials characteristic of career ladder plans, which have the potential of creating morale problems. For these reasons we believe the career lattice model is the most appropriate approach to personal and professional career development.

Conclusion

The reform efforts of the 1980s have addressed the need for improving the teaching profession. Much of the literature growing out the reform efforts has focused on "teacher empowerment," resulting from increased knowledge of the teaching-learning process, which in turn will lead to better teaching, greater autonomy, and new leadership roles in the profession. However, little guidance is offered as to how this "empowerment" is to happen.

Current staff development programs are imposed from on high in most cases; content is prescribed; limited time is provided; budgets are a pittance. Little recognition is given to different learning styles of adults. Little, if any, acknowledgment is given to individual teachers' career stages or developmental needs. Increments on the salary schedule continue to be based on the assumption that teaching improves with each additonal year of experience and/or the accumulation of any kind of course credits at a university, even though there is little research to confirm this.

Career ladder plans are touted as a way of enhancing the professional status of teachers. Yet many plans are enmeshed with bureaucratic procedures involving quotas and competiton rather than cooperation and collaboration. School districts seeking an alternative to career ladder plans and committed to a professional development program that takes account of career stages and an individualized system of incentives should consider the career lattice model.

The career lattice is a professional development model that can provide financial incentives, empowerment incentives, and personal incentives. It is fexible with options available for teachers in various stages of their careers. It emphasizes collegiality not competition. It can be used alone or as part of a career ladder or other career incentive plan. It attends to both the needs of the individual teacher and the goals of the school or district.

The career lattice model has a dynamic quality. As the model is implemented, new options will evolve providing ever more opportunities to grow professionally and personally and to assume new leadership roles in educating the nations's children.

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